

**Office of Special Education and Early Intervention
Michigan Department of Education
October, 2007**

**Business Rules for Calculation of LEA Weighted Risk Ratios
for Disproportionality in Special Education & Related Services
for All Disabilities and for Specific Categories of Disabilities by Race/Ethnicity**

1. The Weighted Risk Ratio (WRR) calculation uses data from both the fall Single Record Student Database (SRSD) and the December 1st Michigan Compliance Information System (MICIS) of the year being reviewed (e.g. SRSD Fall 2005, and MICIS December 1, 2005).

Only students with disabilities, ages 6 through 21, per the Individuals with Disabilities Education Act (IDEA) Part B definition, are counted. Students placed by state agencies in residential facilities within district boundaries are excluded.
2. Only districts with 30 or more students with disabilities are included in the Weighted Risk Ratio (WRR) calculations. See the following URL, pages 16 to 18.
<http://www.ideadata.org/docs/Disproportionality%20Technical%20Assistance%20Guide.pdf>
3. Only districts having 10 or more students in a given disability by racial/ethnic subgroup are included in those particular WRR calculations. (OSEP recommends that if there are fewer than 10 students of a particular race/ethnicity in the disability category in the LEA, no Risk Ratio should be calculated.) See the following URL page 21:
<http://www.ideadata.org/docs/Disproportionality%20Technical%20Assistance%20Guide.pdf>
4. In cases where the sum of all other students with disabilities equals fewer than 10, an Alternative Risk Ratio (ARR) is calculated for the race under consideration. See the following URL page 21 to 22:
<http://www.ideadata.org/docs/Disproportionality%20Technical%20Assistance%20Guide.pdf>
5. Two sets of Weighted Risk Ratios (WRR) are calculated, using LEAs' Operating district and Resident district data, for each racial/ethnic group and each disability category. Public School Academies (PSAs) have only one set of WRRs since they are only tracked as operating districts.
6. The lower of the district's two WRRs is used for determining disproportionality. If there is an Operating value but no Resident value, the Operating value is used. If there is no Operating value, but there is a Resident value, the value is treated as missing.
7. For LEAs and PSAs to be considered disproportionate both conditions need to be present:
Two consecutive years of either Operating or Resident district WRRs greater than 2.5 (2005-2006 and 2006-2007 in:
 - at least two different disability categories for two consecutive years (2005-2006 and 2006-2007),
 - or one category for two consecutive years among students with cognitive or emotional impairments.

Designating Race/Ethnicity for Students

SRSD Fall 2005 and December 1 Count in MICIS (Field 22)

In the SRSD and MICIS manuals, the district reports the race/ethnicity for each student. There are six (6) categories of race/ethnicity which are reported: Native American/Alaskan Native, Asian, Black, Native Hawaiian/Other Pacific Islander, White and Hispanic. This gives six (6) possible racial/ethnic groups to be reported in Field 22. A **number 1** aligned with a racial/ethnic group indicates that it has the first priority.

When a student indicates a single race/ethnicity, the designation for race/ethnicity is clear. The student is then counted in that group.

Designating Race/Ethnicity for Students Indicating Multiple Priorities

In the case of multiple number ones (1s), the student is indicating more than one racial/ethnic group. When this occurs, CEPI categorizes the student as **multiracial/ethnic**. CEPI evaluates student records only in terms of the designation of code "1" for race/ethnic groups.

The Office of Special Education Programs (OSEP) of the US Department of Education utilizes a different racial/ethnic group classification system than that used by CEPI. First, students who are classified in Michigan as Native Hawaiian/Other Pacific Islander are placed in the OSEP category Asian. Second, OSEP does not recognize the classification of multiracial/ethnic. Therefore, the multiracial/ethnic students must be classified into one racial/ethnic group. OSEP recommends distributing multiracial students proportionately into the other race/ethnicity categories.

Proportional allocation of Multiracial/Ethnic Students

The following is a step by step process for this proportional allocation:

1. Subtract the multiracial students from the population total
2. Calculate the proportion of each remaining racial/ethnic category for this new total
3. Multiply the multiracial total by the calculated proportions of the remaining racial/ethnic categories
4. Add the results to the appropriate racial/ethnic group

Example:

Reported values:

White = 2705.0, Black = 88.0, Asian = 25.0, Native American = 11.0,
Hispanic = 68.0, Multi-Racial = 29.0

Total of White through Hispanic = 2897

White % = $2705/2897 = 0.9337$

To determine the white proportion of the multi-racial:

$29 * 0.9337 = 27.078$

Then add that to white

$2705 + 27 = 2732$

This process is followed for each remaining racial/ethnic group until the multi racial students are distributed proportionally across all groups.